

POLICY

Residential juvenile justice facilities providing education services must offer a continuum of education services for any youth with disabilities.

PURPOSE

To ensure that any youth with a disability is educated with their peers who do not have disabilities. The planning of a youth's academic placement must be guided by the principle of a least restrictive environment.

DEFINITIONS

See JRG, JJ Residential Glossary.

**RESPONSIBLE
PARTY**

Facility director or designee.

PROCEDURE

Each facility providing on-site educational services must develop and implement a written procedure relating to providing a continuum of services. The procedure must contain the following requirements:

**Program
Structure**

The facility director or designee must ensure that the facility educational program includes a special education placement continuum. This continuum must include a range of placement alternatives for each youth. The minimum alternatives that must be included in order of the least restrictive alternative first are:

- One or more general education classrooms with special education consultant services.
- A resource room.
- A self-contained classroom.

**General
Education
Classroom**

The general education classroom must be a full-time youth placement and must include:

- Supplementary support for each disabled youth.
- Special education teacher consultation services.
- Indirect services or ongoing support services to the general education teacher.
- Direct services to each youth.

Resource Room

The resource room is normally a part-time placement for each youth for less than 50 percent of the school day with all of the following:

- Direct instructional services from a special education teacher.
- Instruction with non-disabled youths in a general education classroom when the resource room is not used.
- Instructional support must be provided to general education classroom teachers.
- Pull-out service and instruction for each youth with the disability must occur in the resource room.
- Team teaching/co-teaching may occur with the general education teacher.

**Self-contained
Special
Education
Classroom**

The self-contained special education classroom must normally be a full-time placement where each youth spends more than 50 percent of the school day in special education classes. The classroom must include direct intensive instruction of each youth.

Each youth may attend some elective classes with non-disabled peers.

**Placement
Criteria**

The individualized education program team (IEPT) must determine if the youth's academic or emotional needs have a significant impact on the youth's ability to learn in the general education environment. If a more restrictive learning environment outside of the general education classroom is approved, then the team must attach the rationale to the individualized education program.

The youth's educational needs must guide the placement decision instead of the limited program alternatives or classroom space.

The facility director or designee must monitor the continuum of services, placement decisions, and ensure the academic setting is appropriate and based on the educational needs of the youth.

**Placement
Decisions**

The general education classroom must be the first option considered for placement. If the youth is not placed in the general education classroom, the following issues must be addressed before selecting a more restrictive placement:

- There is a complete written rationale that explains and justifies rejecting a general education classroom placement option.
- Educational benefits were considered for the least restrictive option.
- The placement decision was based on the youth's disability or severity of the handicapping condition.
- The placement decision was not based on the absence of space in the least restrictive setting.
- The placement decision was not made before the development of goals, benchmarks, and supplementary services.

The facility director or designee must monitor and prepare a quarterly report summarizing the decision process of the IEPT in placing each youth. The facility director must ensure that team placements comply with the principle of a least restrictive environment.

The quarterly report must be submitted to the Bureau of Juvenile Justice director and special education consultant.

AUTHORITY

Individuals With Disabilities Education Improvement Act of 2004, 20 USC 1400 et seq.

Michigan Department of Education Administrative Rules for Special Education.